STRATEGIES FOR OVERCOMING ACCULTURATIVE STRESS AND PROMOTING ORGANIZATIONAL INTEGRATION

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Acculturation is the exchange of cultural features that results when groups of individuals having different cultures come into continuous contact; the original culture patterns of either or both groups may be altered, but the groups remain distinct. An anthropological definition was first used to describe acculturation as changes that occur as a result of continuous first hand contact between groups of individuals of differing cultural origins (Redfield, Linton and Herskovits 1936). Acculturation is a dual process affecting the members of two or more culture groups as each adapts to the presence of the other (Berry, 2006). The concept is distinct from enculturation, which refers to the learning of a culture's values, beliefs and norms during development, and also from culture change, which are changes in a culture resulting from innovation, invention and discovery (Castro, 2003). The psychological literature of acculturation further distinguishes between group and individual acculturation, primarily focusing on individual level changes resulting from intercultural contact (Graves, 1967) and adaptive outcomes of the process in both psychological and social domains (Ward, 2001).

According to Berry's model of acculturation (Berry, 1980; Berry, Kim, and Boski, 1988; Berry et al., 1989), there are four ways ethnic group members can associate with their host culture, individuals can assimilate (identify solely with the dominant culture and sever ties with their own culture); marginalize (reject both their own and the host culture), separate (identify solely with their own group and reject the host culture); and integrate (become 'bicultural' by maintaining characteristics of their own ethnic group while selectively acquiring those of the host culture). Research on acculturation attitudes and psychological functioning suggests that integration is the most adaptive form of acculturation. In several studies assessing the acculturation strategies of various immigrant groups in North America, Berry and others (Berry, 1980; Berry, Kim, Minde, and Mok, 1987; Sayegh and Lasry, 1993) found integration was the preferred mode of acculturation, followed by either assimilation or separation, with marginalization as the least preferred mode. Integrated individuals experienced less 'acculturative stress' (Berry et al. 1988; Sam and Berry, 1995) and anxiety, and manifested fewer psychological problems, than those who were marginalized, separated, or assimilated.

Overall, marginalized individuals suffered the most psychological distress, including problems with self-identification and cultural alienation which adversely affected their self-esteem.

Acculturative stress is an outcome due to the acculturation process between two cultures. Psychocultural stress occurs due to cultural differences found between a host culture and an incoming culture marked by reduction in the physical and mental health status of individuals or groups undergoing acculturation.Acculturative stress has numerous effects upon an individual, such as substance abuse, eating disorders, depression, low self-esteem, and family dysfunction. It is important to recognize the effects of acculturation and ethnic identity when treating an individual from a minority group as symptoms can be attributed to these factors. Research so far has shown that acculturative stress is an important factor in the mental health of immigrants, as it increases the risk for various psychological problems. Several variables are associated with the degree of acculturative stress. The greater the differences between two cultures, the higher the stress. The reason for moving to the new culture is a significant factor, as is the degree of receptiveness of the host society.

Many factors affect acculturation or acculturative stress; language, cultural identity, discrimination, life style, and peer-groups. Acculturation preferences may be influenced by gender. Studies on gender differences in acculturation and ethnic identification reveal females tend to be more identified with their native culture than do males. For example, Japanese females scored higher than males on Japanese ethnic identity scale (Masuda, Hasegawa and Matsumoto, 1973). Other family related factors that may influence acculturation preferences include the families' socioeconomic status (SES) and length of residence in the host culture. As immigrants achieve and/or maintain middle-class status, they prefer assimilation over other modes of acculturation. Indicators of SES, such as parents' level of education and their employment status have been positively associated with acculturation (Barankin, Kostantareas and DeBosset, 1989).

Self-esteem is frequently used as a measure or indicator of adolescent well-being and psychological adjustment. Defined as 'the level of regard one has for the self as a person' (Harter, 1993), self esteem can be understood in terms of competencies across

several domains, such as academic ability, athletics, social acceptance, and physical appearance. Research has linked self-esteem with ethnic identity (Phinney, 1990). Overall, results show that for adolescents of varying ethnic backgrounds, the more positive about, committed to, and identified they are with their ethnic group, the higher their self-esteem (Crocker, Luhtanen, Blaine, and Broadnax, 1994; Phinney, 1992; Phinney, Cantu and Kurtz, 1997). Further, La Fromboise, Coleman and Gerton, (1993) theorize that integration leads to better psychological health. Two studies conducted with multi-ethnic first generation adolescents reported that those with a bicultural or integrated acculturation modes manifested better psychological adjustment than those with assimilated or separated modes (Phinney, 1990). In an early study of Cuban-American adolescents, Szapocznik, Kurtines, and Fernandez (1980) found individuals who were mono-cultural (i.e. were separated and remained Cuban, or were totally assimilated and gave up their Cuban culture), were rated by their teachers as being 'problem students' (i.e. they had poor grades, sporadic attendance, difficulty functioning in school, and so forth).

Ethnographic studies show that Asian Indian immigrants have a tendency for bicultural functioning largely due to their experiences with the British colonial rule of India (Kurian and Ghosh, 1983; Saran, 1985; Wakil, Siddique, and Wakil, 1981). In general, Asian Indians are relatively fluent in English and have had some exposure to Western values (Leonard-Sparks and Saran, 1980). On the other hand, studies have also reported some Asian Indian immigrants in Western cultures continue to base their lifestyles on traditional values, beliefs, and expectations. That is, they maintain a relatively collectivistic orientation (i.e. emphasizing the extended family, traditional gender roles, obedience to elders, and group interdependence), many years after immigration (Segal, 1991; Patel, Power and Bhavnagri, 1996).

The acculturation experience is generally interpreted and explained within one of three theoretical frame works: Stress and coping, cultural learning and social identification (Ward, Bochner, and Furnham, 2001). The stress and coping framework focuses on life changes and stresses faced in migration, and ways in which the individual copes with these stresses (Berry, 1970; Lazarus and Folkman, 1984). The theoretical approach, social identification, focuses on individual aspects of cultural identity or group

dynamics involved in intercultural relations. This approach regard the ways in which one identifies with the heritage or dominant culture and includes sense of belonging, importance of group membership and evaluation of in- groups and out -groups (Ward, 2001).

The changes individuals undergo during cross cultural transitions can take various forms. These may include physical (adjustments to population density, weather), biological (new nutritional status), cultural (novel economic, linguistic, social and religious system), and psychological (behavioral and psychological process) and social (in-group – out-group relations) changes (Berry, Kim, Minde and Mok, 1987). The result of these changes, referred to as adaptive outcomes, can transpire straightway or over longer periods of time, and have both positive and negative consequences for an individual's intrapersonal and interpersonal milieu. The construct of psychological and socio-cultural adaptation are not only situation in two distinct theoretical frameworks, but also vary in how they change over time and in their prediction by different variables (Ward 2001). Successful psychological adaptation is predicted by variables such as life change events, personality, and social support (Ward, Leong and Low, 2004; Ward and Kennedy, 1993). In contrast, meta-analysis of the correlates and predictors of socio-cultural adaptation, as measured by Ward and Kennedy (1999), Socio-cultural Adaptation Scale found individual level variables such as language ability, cultural empathy, cultural knowledge and positive intergroup attitudes to be significantly related to fewer difficulties in adapting to new cultural environments **(**Wilson, 2009).

The majority of acculturation research has focused on the process of change that occurs at the individual level, particularly centring on how acculturative strategies are developed through the choices concerning culture maintenance and participation in the wider society. This focus on the individual assumes that acculturative changes occur in ways that are mainly dependent upon intrapersonal processes. This conceptualization of the acculturating individual, however, does not take into account the complex relationships that may exist among individuals and groups undergoing acculturation. Three of the contexts examined are: the family, the ethnic community and the national context.

The family plays an important role in fostering the psychological well being of its members by providing a system of social support, transmitting cultural values, and developing a sense of cohesion (Phinney and Ong, 2002). While discipline such as sociology and anthropology have indeed stressed the importance of the family in the acculturation processes, until recently the psychological literature was lacking in this area. Kagitcibasi (2007) suggests that this lack of attention is due to the focus on the individual and use of experimental methodologies that have created difficulty in allowing the family to be treated as a unit of analysis. Challenges also include heightened levels of intergenerational conflict and threats to cultural transmission (Phinney, Kim-Jo and Osorio, 2005). Consequently, migration particularly to a country characterized by large differences in language, values, beliefs and traditions – often requires fundamental changes in the functioning of the family unit.

Currently, there is no consensus in the literature as to how family relationships affect the broader adaptive outcomes of the acculturation process. One recent research proposed that the family can both promote positive outcomes and decrease the negative impacts of the acculturation process (Stuart, Ward, Jose and Narayanan, in press**).** This study also found that the acculturation process creates a variety of novel, and sometimes problematic situations for the family unit. Consequently, a broader and more inclusive understanding of processes of adjustment and cultural adaptation is required to capture the complex dynamics operating within acculturation families.

When viewing acculturation in an ecological framework (Bronfenbrenner and Morris, 1998**),** it is in the context of community that many acculturation process occur and the level at which the "other culture" is potentially encountered (Sabatier, 2008). Acculturation is a two way street, with both the mainstream community and the immigrant or minority community having to adapt in varying degrees to the presence of the other (Tseng and Yoshikawa, 2008). The degree to which two (or more) groups differ affects the amount of accommodation required (Tadmor, Tetlock and Peng, 2009). Intergroup attitudes also affect the acculturative process: tolerance of diversity or attitudes of prejudice and exclusion lead to very different process and outcomes for the minority community (Green, 2009).

The community forms a constant context across lifespan development (Bronfenbrenner and Morris, 1998), and a sense of belonging and meaning within society are considered key to well-being (Withlock, 2007). The absence of a stable ethnic community to join has been linked to poor mental health and well-being **(**Salant and Lauderdale, 2003). The community also provides social support for coping with anxiety and alienation in a society that appears emotionally cold and threatening (Neto, Barros and Schmitz, 2005), and for resilience in times of adversity (Belcourt-Dittoff 2006). The community is an important locus of intercultural interaction (Sabatier, 2008). Research which is informed at this level can provide rich insights into processes of acculturation and enculturation. It is also a level at which informed social policy and action can effectively lead to better outcomes in acculturative adaption (Smith, 2008).

Although intercultural interactions affect all groups in contact, acculturation research has been largely confined to the immigrant or minority experience. Further more, studies have been generally situated in a single national setting with the context described, but not critically examined for the underlying factors that predict and explain acculturation outcomes. The researchers regard these as serious limitations and argue that within and across nation considerations are important in contemporary acculturation research. First, the national level context can only be understood if the perspectives of both dominant and non dominant groups are included. Second, there are large variations in the cultural, social, economic, political and historical characteristics across national contexts, and these variations must be considered to gain a comprehensive understanding of acculturation.

The systematic analysis of majority perspectives was strongly encouraged by the introduction of **(**Bourhis, Moise, Perreault and Senecal, 1997) Interactive Acculturation Model (IAM). The IAM relies upon perspectives, the immigration ideologies held by members of the receiving society and the acculturation orientations preferred by immigrant groups. The model also proposes outcomes of the matches and mismatches between these perspectives at the societal level. The IAM has precipitated an emerging line of research that not only compares and contrasts minority and majority views on acculturation, but also examines the psychological and social consequences of concordant and discordant perspectives.

In summary, there is a strong link between acculturation and intercultural relations. Although integration is widely preferred by immigrants and is associated with positive psychological and socio-cultural outcome **(**Berry, 2006**)** in the international arena, it can only be achieved in multicultural societies that appreciate cultural diversity and ensure participation for minority ethnic, cultural, religious and linguistic groups. It is critical to understand the views of both the mainstream and minority groups in a society and the historical, political, social and economic factors that shape them.

International migration research has focused on the immigrants' mental and physical health issues with little attention paid to factors that facilitate adjustment. Jibeen (2011) examined the moderating impact of coping resources (sense of coherence and perceived social support) and coping strategies (problem-focused and emotion-focused) on the relationship between acculturative stress and psychological well-being (positive functioning and negative health outcomes) in stress-coping model. Results indicated that sense of coherence and perceived social support moderated between acculturative stress and positive functioning (self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, personal growth), and acculturative stress and negative health outcomes (depression, psychosomatic symptoms, anxiety and insomnia, social dysfunction).The current findings have implications for clinicians, researchers, and policy makers for the identification of resource factors that help to understand the resistant power of growing immigrant population to maintain positive functioning.

Belizaire and Fuertes (2011) investigated the relationship between attachment, coping, acculturative stress, and quality of life (QOL) in a sample of Haitian immigrants in the United States. Results indicated that an increase in years living in the United States and greater anxiety attachment were negatively associated with QOL and that higher levels of adaptive coping were associated with higher QOL and lower levels of acculturative stress.

The review of the related literature also focuses on these aspects as the article addressed by Dow (2011) focus on the acculturation process immigrants and refugees go through when immigrating to the United States, and the various factors that impact the process of acculturation for both the individual and the family as a whole. The nature of the acculturative stress, which groups of immigrants are mostly affected by , and the psychological disorders caused as a result of going through this process have been discussed along with four strategies of coping with the

acculturative stress process. In another study Guinn, Vincent, Wang and Villas (2011) suggested to identify variables distinguishing more acculturated versus less acculturated Latinos residing near the United States— Mexico border. Descriptive discriminate analysis was used to determine which variables made the greatest contribution in discerning between more acculturated and less acculturated border Latinos. Results indicated educational attainment, higher self-esteem, and marriage differentiated between high- and low-acculturated participants with gender, health status, and physical activity showing no group differentiation.

Previous qualitative research has suggested that Hispanic gang membership is linked to the process of acculturation. Specifically, studies have indicated that those who are less assimilated into mainstream American or "Anglo" society are at greater risk for joining gangs. Building on these observations, Miller, Barnes and Hartley (2011) examines the relationship between acculturation and gang membership within a theoretically and empirically informed multivariate framework. Findings from logistic regression analyses indicated that respondents' grade in school, neighborhood drug availability, level of ethnic marginalization, and level of acculturation were all significantly associated with self-reported gang membership. Results also suggested that marginalization may partially mediate the effects of acculturation.

According to Fragoni, Korakakis, Ploumpidis, Karapavlou, Rogakou, and Madianos, (2011) the process of acculturation observed in immigrants is part of an adjustment to the values and norms of a new society, and possibly the loss of norms of the society of origin. Acculturation has been linked to stress-related psychological disorders such as depression. The present study investigates the relationship between three acculturation domains (everyday life behaviors, wishful orientation/*nostos*, and ethnic identity) and symptoms of depression in a sample of foreign immigrants living in Athens, Greece. The main finding was that high CES-D scores were related to scores in the IAS Everyday Life and Wishful Orientation factors, while no relationship was found between depressive symptomatology and the IAS Identity factor. Short duration of stay in Greece, lack of steady job, and lack of residence permit were also related to high CES-D scores. In conclusion, adaptation to mainstream culture daily behaviors as well as the wish to integrate with individuals from the mainstream culture and settle permanently in the new country could be seen as part of an adaptive mechanism that protects the individual from experiencing depressive symptomatology.

Telzer (2010) stated acculturation gap-distress model examined that immigrant children acculturate to their new culture at a quicker pace than their parents, leading to family conflict and youth maladjustment. This article reviews literature on the acculturation gap-distress model, showing that acculturation gaps function in unique ways depending on many social and contextual variables. In contrast to the original model, which only discusses 1 type of acculturation gap, there are at least 4 types of acculturation gaps: (1) the child is *more* acculturated than the parent in the *host* culture, (2) the child is *less* acculturated than the parent in the *host* culture, (3) the child is *more* acculturated than the parent in the *native* culture, and (4) the child is *less* acculturated than the parent in the *native* culture. A review of research indicates that each of these types of gaps function in unique ways.

A study by Bourhis, Montaruli, Geledi, Harvey and Barrette, (2010) provided an overview of immigrant/host majority relations from an intergroup perspective using the interactive acculturation model. Whereas previous research assumed that immigrants must adapt to a single dominant host majority, receiving societies are often made up of host communities whose ethnic and linguistic backgrounds vary, thus offering immigrants the option of adapting to one or more host communities. Two such settings are examined in North America: bilingual Montreal made up of French- and English-speaking host communities; and bilingual Los Angeles with its English-speaking European and African American host communities and its Spanish- and Asian-speaking immigrant communities. The Montreal and Los Angeles studies highlight how integration policies adopted at the national and institutional levels are related to the acculturation orientations endorsed by contrasting immigrant and host community undergraduates living in multilingual and multicultural settings.

Leeuwen, Rodgers , Régner, and Chabrol, (2010) explored the contributions of socio-cultural and psychopathological factors to suicidal ideation among adolescents. Although stressful life events, depressive symptoms, and individualism were risk factors, and attachment to parents a protective factor for both boys and girls, some gender differences emerged. Borderline traits (risk factor), assimilation and marginalization (both protective factors) were significant predictors only among girls.

This study investigated by Yijala and Jasinskaja (2010) reveals factors predicting acculturation strategies among potential ethnic migrants prior to their migration. 325 potential migrants from Russia to Finland were surveyed at the pre-migration stage. Factors studied included perceived acculturation expectations of the members of the receiving society, values, cultural identities, general well-being, self-efficacy, cultural knowledge, social networks in the new home country, language proficiency, perceived cultural similarity, support for multicultural ideology and perceived discrimination in the country of origin. In line with the hypotheses, the respondents preferred integration over assimilation, separation and marginalization strategies. Discriminate analysis was computed to distinguish integrationists, assimilationists and separationists, resulting in two functions that discriminated between the groups. The most important predictors explaining pre-migration acculturation attitudes were the perceptions potential migrants have of future hosts' preferences for immigrants' cultural maintenance and contacts with hosts. In addition, general well-being, Russian identity and support for multicultural ideology significantly predicted acculturation attitudes in the pre-migration stage. The study highlights the importance of acknowledging that acculturation begins already at the pre-migration stage. It contributes to our understanding of pre-acculturation in general and factors affecting the formation of pre-migration acculturation attitudes in particular.

In a study Fox, Jose, Kleeb, Ward and Wilson (2009) suggested that a unique site for ethnic cultural participation, transmission and maintenance centres on traditional and ethno-cultural art, participation, functioning in various ways for both immigrant and indigenous communities. In the international arena, bollywood films, music and dance are known to bring together members of the Indian Diaspora to bond as a community. Similarly, music festivals have been shown to provide a means of increasing social cohesion among Latinos in the United States as well as improving intergroup perceptions and relations across ethnic communities.

The after thirty years of racial / ethnic identity development (R/EID) studies; research by Harbour (2009) has shown little other than how racial identity is a reflection of one's political affiliation with a racial group. Research has shown that R/EID of college students affects psychological well-being. However, Black students in particular do not take advantage of professional psychological services. Acculturation may be a more effective measure of the

psychological process of cultural affiliation. This study examined the relationship between racial /ethnic identity and acculturation to Black student's attitudes toward professional help-seeking. Results indicate that acculturation, personal problems, and having a positive experience in counselling were significant predictors of attitude toward professional help-seeking.

People are being exposed to second cultures in growing numbers, yet the role played by second-culture exposure in shaping sociocognitive skills has received little theoretical attention. Tadmor, Tetlock and Peng (2009) addressed this gap by exploring the relationship between acculturation strategies and integrative complexity. Consistent with the acculturation complexity model, studies of both Asian American college students (Study 1) and Israelis working in the United States (Study 2) show that biculturals are more integratively complex across domains (e.g., culture, work) than either assimilated or separated individuals. Using priming manipulations to clarify the directional flow of causality between acculturation and integrative complexity, the authors also find that greater integrative complexity among biculturals is driven by acculturation pressures (Study 3).

Today's organizations are becoming more and more ethnically diverse. It is important to understand what constitutes the well-being of ethnic minority employees. Maria and Wido (2009) explored the extent to which acculturation orientations (assimilation, integration, separation, and marginalization) were related to the well-being of 79 ethnic minority and 124 ethnic majority employees working in two different organizations. In line with predictions based on social identity theory and the acculturative stress paradigm, results showed that an integration orientation relates positively to work-related well-being, whereas a marginalization attitude relates negatively to well-being. Moreover, the relationship between acculturation orientations and work-related well-being is much stronger for ethnic minority employees than it is for ethnic majority employees. The findings underline the need to take cultural issues into account when studying well-being in culturally diverse organizations.

Vang (2009) examined the relationships among acculturation, cultural adjustment problems, and psychological distress among Hmong Americans living in the Midwestern portion of the United States. Finally, in terms of the post hoc analysis of the variables, the results of Pearson correlation coefficient show that acculturation was significantly related to place of birth,

education, and religion. Cultural adjustment difficulty was significantly related to psychological distress, education, and income.

Asian American families are one of the fastest growing groups of the American population. Although multiple studies point to the importance of parents in children's development, there are few empirical studies of the role of mothers and family members in the academic achievement and socio-emotional development of Asian American children. Therefore, this study by Wang (2009) examined the role of maternal education, maternal language acculturation, maternal and family member involvement in home and school activities, and maternal social support in predicting the reading skills, mathematical thinking skills, peer relations, externalizing behaviour problems and internalizing behaviour problems of Asian American children. Findings revealed that higher maternal education predicted better child reading and mathematical skills, poor peer relations and fewer internalizing behaviour problems. Higher maternal language acculturation predicted poorer child mathematical thinking skills and better peer relations. Greater maternal and family involvement in school activities predicted fewer child internalizing problems. Maternal social support was not a significant predictor of any child outcomes in this group of Asian American children. Implications of the findings for developing interventions aimed at mothers of Asian heritage to enhance their children's academic achievement and socio-emotional development are discussed.

Acculturation is a two-way process, but the fact that minority groups typically occupy weaker positions in society means that intercultural contact has greater consequences for them. This inequality raise questions about the extent to which immigrants and minority groups can determine acculturation and adaptation outcomes and the extent to which situational and contextual factors influence these responses. For example, our research in Estonia with Russian-speaking minorities has shown that it is not sufficient to examine only the current minority perspective. (Kus and Ward 2008)

The process of acculturation for immigrant youth, particularly for second-generation youth, is significantly associated with delinquency and violence. Le and Stockdale (2008) explored the acculturation-violence link with respect to acculturative dissonance and ethnic identity. The results revealed that acculturative dissonance was significantly predictive of serious violence, with full mediation through peer delinquency. Ethnic identity was not significantly associated with peer delinquency or serious violence. Although acculturative dissonance and ethnic identity

accounted for a small percentage of variance in violence compared with peer delinquency, it cannot be discounted as trivial. The results also lend support for the inclusion of cultural factors in youth violence prevention and intervention efforts.

Lin (2008) examine that while the family may face a variety of challenges in the acculturation process, it has also been suggested that the ways in which individuals relate to their families can function to alleviate the stressful aspects of cultural contact and change. In another study Yoon, Lee and Goh (2008) suggested that sense of connectedness to both ethnic and mainstream community has been observed to mediate between acculturation and well-being, with individuals who interact with both ethnic and dominant community manifesting lower levels of stress.

Underemployed people, working in position for which they are overqualified or overeducated, have many negative organizational behavior outcomes. However, underemployment differs for immigrant employees. Data have shown that immigrants and natives do not always react the same way to underemployment. This study by Portnoy and Rebeca (2007) found a universally negative effect of perceived underemployment, but variables such as family well-being and acculturation style predict when immigrants will demonstrate much less sensitivity than native employees to their decline in employment status. While people in general showed more positive ratings of job satisfaction when they felt their family was doing well, such a tendency varying on whether the individual is an immigrant or native and the perceived underemployment. Finally, the study showed that immigrant who is less integrated into the host society is more satisfied with employment than immigrants who are more integrated.

Kagiticbasi (2007) examined that when individuals migrate to another culture, they tend to relocate with close other such as family members. It is highly probable, then, that an individual's experience of cross cultural transition is significantly affected by the experience of his or her family members. To understand individual's acculturation process, it is important to consider the complex mutual and reciprocal relationships that they share with intimate others.

This study examined the relations between acculturative stress and psychological functioning, as well as the protective role of social support and coping style. In bivariate analyses, acculturative stress was associated with higher levels of anxiety and depressive symptoms. Moreover, active

coping was associated with better adjustment (lower depression), whereas avoidant coping predicted poorer adjustment (higher levels of depression and anxiety). Tests of interaction effects indicated that parental support and active coping buffered the effects of high acculturative stress on anxiety symptoms and depressive symptoms. In addition, peer support moderated the relation between acculturative stress and anxiety symptoms. Implications for reducing the effects of acculturative stress among Mexican American college students are discussed (Crockett, Iturbide, McGinley, and Carlo, 2007).

The purpose of this study was to determine the factors influencing acculturative stress among international students from the international student perspective. This study explored how acculturative stressors, social support and stress are related. Eustace and William (2007) examined the significant socio-cultural and demographic predictors of acculturative stress. The Berry's acculturation stress research framework and Bronfenbrenner's ecological perspective were used to guide this study. The findings indicated that students who were experiencing increased levels of difficulty with the acculturative stressors were more likely to experience higher levels of stress. In addition international students who reported high levels of collective social support were more likely to display less impact of acculturative stressors on acculturative stress. However, the unique moderating influences of various types of social support (family, friends and important others) on the relationship between acculturative stressor and stress was not supported. The findings on the socio-cultural and demographic predictors of acculturative stress suggested that using the assimilation mode and identifying marital status in the "others" category was indicative of lower stress. Lower income and self identified lower social class prior and during acculturation were predictive of higher acculturative stress levels. Findings highlight the fundamental role of the international student's social context and its impact on his/her acculturation process and outcomes. The findings have implications for professionals and scholars who work with international students in practice, education and policy.

Wei, Heppner, Mallen, Ku, Liao and Wu (2007) examined whether maladaptive perfectionism (i.e., discrepancy between expectations and performance) and length of time in the United States moderated the association between acculturative stress and depression. Results from a hierarchical regression showed that there were significant main effects of acculturative stress and maladaptive perfectionism on depression, no significant two-way interactions, and a significant

three-way interaction, indicating that acculturative stress, maladaptive perfectionism, and length of time in the United States interacted to predict depression. Low maladaptive perfectionism buffered the effect of acculturative stress on depression only for those who had been in the United States for a relatively longer period of time.

Another study by Kosic, Mannetti and Sam (2006) examined the relationship between immigrants' adaptation, acculturation strategies and self-monitoring. A Questionnaire containing scales for assessing sociocultural adaptation, Psychological adaptation, Attitudes towards social relationships with Italians and Poles, and Self-monitoring was administered. Using adaptation indices as criteria in moderated multiple regression analyses; the researchers found main effects of self-monitoring and of assimilation and integration strategies, and interactive effects of self-monitoring and assimilation or integration strategy. Self-monitoring was positively related both to sociocultural and psychological adaptation in all the regressions. Assimilation and integration strategies in most of cases were also positively related to both types of adaptation. Such main effects, however, were qualified by the interactive effects. As far as sociocultural adaptation is concerned, simple slope analysis showed that: (a) the positive effect of choosing assimilation is much stronger for high self-monitor immigrants than for low self-monitor ones; (b) the effect of choosing integration is positive for low self-monitor immigrants, but negative for high self-monitor ones. As far as psychological adaptation is concerned, simple slope analysis shows that: (a) the effect of choosing assimilation is negative for high self-monitor immigrants and positive for low self-monitor ones; (b) the positive effect of choosing integration is stronger for high self-monitor immigrants than for low self-monitor ones.

There has been a move towards research that considers the acculturation process as embedded within a familial context Costigan and Dokis (2006). However, of the few psychological studies that have focused on acculturating families, research rarely solicits the voices of more than one family member at the same time. Kang (2006) conducted a study to test the lack of independence between ethnic and a mainstream cultural orientation. It was hypothesized that unique situational features commonly found in bidimensional acculturation instruments cause strong inverse association between the two cultural orientations. This study also explored the relative importance of language competence over the other domains of acculturation in the predication of

psychosocial adjustment (i.e. self-esteem, perceived stress, peer relationship, adjustment to college, family contact). They also showed that language competence was a stronger predictor of adjustment than the other domains of acculturation, implying that of acculturation among Asian Americans. Moreover, Sam (2006); Kim and Abreu, (2001) researched in the field of acculturation psychology focuses on the process as well as the outcomes of culture contact. In other words it is important to understand not only how change occurs in individuals experiencing new cultural environments, but what has changed in individuals as a product of acculturation.

Asian American college students' behavioural acculturation to U.S. cultural norms and behavioural enculturation to Asian cultural norms and their relationships to ratings on measures of cognitive flexibility, general self-efficacy, collective self-esteem, acculturative stress, and attitudes toward seeking professional psychological help were examined by Kim, Bryan and Omizo (2006). The results indicated that both acculturation and enculturation were positively related to the membership dimension of collective self-esteem. Although not hypothesized, the results indicated that acculturation was positively related to cognitive flexibility, general self-efficacy, and the public dimension of collective self-esteem. In addition, enculturation was positively related to the private dimension and the importance of identity dimension of collective self-esteem.

Van Tubergen (2006) suggested that a strong co-ethnic presence in the community inhibits the process of acculturation though others maintain that the ethnic community may provide social support, as well as opportunities for practical cooperation. However, in a study acculturation gap distress hypothesis were tested by examining whether parent-adolescent acculturation gaps were associated with greater conflict and youth conduct problems among 260 high risk Mexican American families. The result aroused the assumption that more rapid acculturation of adolescents to American culture leads to distress in minority families (McCabe et.al 2005).

The relations among language acculturation, biculturalism, and psychological adjustment were studied by Lopez and Contreras (2005) in a sample of 54 young mainland Puetro Rican mothers. Results indicated that biculturality significantly predicted adjustment above and beyond monocultural involvement. In addition ,although biculturality and bilingualism were both

significantly related to psychological adjustment, linguistic balance showed a stronger association with adjustment than biculturality .Findings are discussed in light of the family, cultural and developmental context in which young mainland Puerto Rican mothers are embedded.

In a study by Barrette, Bourhis, Richard, Personnaz , Personnaz and Bernard (2004) the interactive acculturation model (IAM) proposed that acculturation orientations endorsed by host majority and immigrant minority members influence the quality of their intergroup relations. Confirming basic premises of the IAM model, results showed that French majority and North African undergraduates who endorsed integrationism and individualism were those who perceived the most harmonious relational outcomes with out-group members. French majority undergraduates who endorsed segregationism/exclusionism and North African undergraduates who endorsed separatism were more likely to perceive problematic/ conflictual relations with out-group members.

Bhugra (2004) suggested that when people migrate from one nation or culture to another they carry their knowledge and expressions of distress with them. On settling down in the new culture, their cultural identity is likely to change and that encourages a degree of belonging; they also attempt to settle down by either assimilation or biculturalism. A new hypothesis is proposed suggesting that when sociocentric individuals from sociocentric cultures migrate to egocentric societies they may feel more alienated. In order to assess and manage migrants, the clinicians need to be aware of the pathways into migration.

Another study by Frey (2004**)** focused on perceptions of normal dissociation including western (e.g., daydreaming) and non-western (e.g., trance behaviours) perspectives, were examined. Acculturation and frequency of abuse experiences in White American students predicted western dissociation descriptions. For South American and South Asian students, acculturation predicted Non-Western dissociation descriptions. Also Acculturation and the normative worldview made significant contributions to both Non-Western and Western descriptions of dissociation, but with different interaction patterns for the South American and South Asian groups. The between group differences (White American versus international students) and within group differences (among international groups) support the assumption that views of dissociation may be

culturally based. Implications include the importance of counselling approaches that respond to such cultural variations, thus avoiding misattribution of behaviour and ensuring culturally competent counselling assessment and intervention.

Ghorpade, Lackritz and Singh (2004) concluded that US is comprised of a patchwork of ethnic groups. To varying degrees, such groups have become acculturated into the White Anglo American. The study is an attempt to examine the consequences and predictors of psychological acculturation. Results show that grade point average (GPA) and income earned were positively related to psychological acculturation. Religion, ethnicity, age of entry to the US, enrolment in a graduate program, and self esteem affected psychological acculturation.

An exploratory study by Ibanez, Gladys, Kuperminc, Gabriel and Jurkovic (2004) examined whether associations between perceived school experiences and achievement motivation varied by language acculturation and generational status among a sample of immigrant and US born Latino adolescent (n =129). Academic Competence, school belonging and Parent involvement were positively related to achievement motivation. Academic competence and Parent involvement were strongly related to achievement motivation among students who spoke English or were born in the U.S. suggesting that these associations may be cultural adaptation. Further intervention program for Latino students, regardless of acculturation of generational status, should focus on making them feel supported and included. Acculturated Latino youth and youth who have lived in the U.S. for a long time should be targeted for programs that enhance academic competence and parent involvement.

Arends and Van de Vijver, (2003) investigated the correspondence between acculturation preferences of minority and majority groups and show that, in most cases, their preferences do not match. Majority members prefer minorities to adopt a stronger orientation to the host culture and engage in less heritage culture maintenance; in short, assimilation is generally preferred. Conversely, the desire for traditional culture maintenance and endorsement of separation has been found to be significantly higher in immigrant samples with preferences for integration of separation, depending on public private domain distinctions.

The objective of this exploratory study was to understand how Asian Indian immigrant families adjust to U.S. culture by examining factors that influence acculturation preferences or styles and how these styles may be associated with their children's psychological functioning as measured by self-esteem and academic performance. Results showed parents and adolescents had similar styles of acculturation. However, adolescents were more likely to self-identify as 'Indian American' than were their parents. For both adolescents and their parents, integrated and assimilated acculturation styles were related to family SES, years of U.S. residence, and religiosity scores. Adolescents who had an integrated acculturation style had higher GPAs and higher scores on the self-perception profile than did adolescents who were separated or marginalized. The findings lend tentative support for an integrated style of acculturation promoting positive outcomes for first generation Asian Indian adolescents (Farver, Bhadha and Narang, 2002).

Chung (2001) examined that acculturating family, as a unit, is confronted with issues that challenge its functioning and the pattern of interaction among its individual members. These challenges include pressure on traditional roles (both gender role and familial parent child roles) and status changes associated with adapting to the new culture.

Ward (2001)**;** Furnham and Bochner (1982) cultural learning paradigm emphasizes difficulties arising from lack of knowledge and skills needed in the new cultural contact, including language fluency, communication style, rules, conventions, and normative behaviours necessary for socio-cultural adaptation **.**

Smart and Smart (1995) addressed that acculturative stress is the psychological impact of adaptation to a new culture. For Hispanics who come to the United States, there are a number of significant stressors that are likely to be pervasive, intense, and lifelong. Counselors need to learn the reality of the Hispanic immigrants and help them adapt to these stressors.

Ward and Kennedy (1994) examined host national and co-national identification in relation to sociocultural and psychological adaptation during cross-cultural transition. Ninety-eight sojourners (employees of a New Zealand organization and their spouses) completed questionnaires that included measurements of acculturation (host and co-national identification), social difficulty, and depression. Results revealed two main effects. Subjects with strong host

national identification experienced less sociocultural adjustment difficulties, whereas those with strong co-national identification evinced less psychological adjustment problems. Interaction effects were also observed. For sociocultural adaptation the greatest amount of social difficulty was experienced by respondents who endorsed a separatist position, the least by assimilated and integrated subjects, and an intermediate level by the marginalized. For psychological adjustment integrated subjects experienced less depression than assimilated ones.

It is observed that many people spend more time at work than they do with their friends and family, but who wants to spend their workday with total strangers? Further it is assumed that successful organizational integration is depending upon the individual's work environment. Acculturative stress and organizational integration are associated with each other. If employees have acculturative distress and dissatisfied with his working environment then he does not easily integrate with the new culture. Moreover, high level of acculturative stress in an employee may not allow easy adjustment with the new culture and they might feel; separated and marginalized with the new culture. On the other hand, it may also be assumed that lower level of acculturative stress in an employee would lead to integration with one's own or with the other culture.

An emotional connection develops when new employees really get to know their co- workers and create friendships with others in the workplace. This connection positively contributes to employees wanting to stay with the company. Create opportunities for new employees to meet other employees in the company, beyond those in their immediate work group.

The organizational integration phase requires managers to integrate the companies in order to realize anticipated synergy effects, such as reduced cost per unit or increased income. Organizational integration can be defined as the degree of interaction and coordination between the two joining companies (Larason and Finkelstein, 1999). Successful integration enables organizational learning between the companies that might result in superior performance (Bresman, Birkinshaw and Nobel, 1999; Pothukuchi et al., 2002). "Organizational integration" is also defined as the degree of cooperation and communication between internal and external new product development (NPD) "support" groups and NPD teams.

Integration plan involves:

- Building structure around the integration process and knowing what challenges the new employee will face and what will be needed to overcome them.
- Clarify the mandate and timeframes.
- Provide a coach or mentor to help the employee gain insight into the organization.
- Assimilate the new employee into the organizational team.
- Help the new person find an early success.

An on boarding new employee is always a challenge. Everyone has a learning curve-a gradual progression from initial level of understanding to mastery of a new role. Succeeding in a new work place requires that this learning process culminate with the worker producing the level of results required by the new organization. Succeeding from the perspective of the organization also requires that the process be rapid and the errors made along the way be minimized. But the question arises how to enable a new worker to rapidly integrate within workplace with the least waste of personal and organizational resources?

The task of integration has five different but related challenges, each new worker must:

1. *Learn about his/her new organization:* workers need to have a written description of their new organization. It should explain what are its purpose, vision, and core values; what outputs or outcomes it must provide to its parent organization; what the key performance indicators is that measure its success and the target for achievement set for each. They should understand how the organization is structured, how it is arranged physically, where key people are located, and to whom they report. These are simple information elements that are needed to properly manage the organization so they do not constitute any additional demand. Together, they might amount to a half dozen pages of materials plus perhaps a telephone directory. If your organization has a home page on the business's intranet site, the workers should be informed about this and provided access to it as well.

2. *Align with its purpose, vision, and core values:* Alignment means each performer is pointed in the right direction. Each worker manages his/her performance in a manner that advances the organization's success and complies with its core values. The support provided workers for challenge and enables them to succeed in aligning their performance to the organization's direction. Also helpful, however is a setting where alignment by the current workforce-especially managers and supervisors- exits. To the extent that the organization's current

personnel are aligned, they will demonstrate that behaviour and reinforce its emergence in new workers. In contrast, to the extent people do their jobs as they see fit or work units focus on their tasks and operate without adequate coordination or communication with each other, new workers will be confused by what they see. They are also likely to encounter resistance to their efforts to be aligned.

3. *Understand his/her roles:* every worker needs a written job description that clearly states the function of his/her role, assigned tasks, expected outputs or outcomes, what authority and resources will be provided to the employee, to whom the worker reports, and with whom he/she must coordinate work. A job description is essentially a personal work standard. It is every employee's basic guide for contributing in the workplace. Yet, many employees have none or they have some outdated, generic statement that offers little guidance.

In addition to a personal job description, new workers need access to the work process standards for those processes they implement. They are essential to a well managed organization. Without work standards, new employees must discover by observation and conversation how a process is implemented. In addition, where there are no works standards, different employees will implement the same named process differently. This makes coordination between workers in interrelated processes almost impossible. For coordination to happen in such a setting, each worker must take the initiative in understanding how every other worker operates so he or she can define how to coordinate.

4. *Perform that role effectively:* besides a description of the content of their work, employees need to know how their performance will be measured, what level of achievement on each measure define success, and how they can detect where they stand on each measure. Who can perform any role effectively when they have no means for guiding their choices, detecting problems, or knowing whether the adjustments they make are working? If they must derive this from the looks and nods of their supervisors, getting to expected performance will take much more time and many more errors will be made along the way. Even where supervisors provide regular, accurate, and concrete verbal feedback, employees remain dependent on that feedback and cannot detect and correct performance problems on their own. The organization wastes their capabilities to think and manage their own

performance. Workers also require that the organization define their roles rationally. One simple test for the rationality of a role as defined is whether most people are with the skills required for the job and a reasonable desire to succeed to do the job successfully. Finally, employees need the technical training necessary to perform their work for those skills for which they were not selected. Implicit in the employment contract is the promise to train the new hire in these skills.

5. *Work cooperatively with others:* working cooperatively is only possible when the people with who to cooperate have the same purpose as the supervisor and can make decision rationally in pursuing that purpose. This means that existing worker must be aligned to the organization's purposes and make satisfying that purpose the highest priority value in their decision making. It means that they will decide issues based on gathering and weighing information about alternatives rather than based on their personal preferences or habitual practice. Meeting the requirements for challenge accounts for the alignment need. Especially critical is the alignment of the existing workforce additionally, all current employees (from management down) must possess and use two sets of skills- working with other skills and information-based decision-making skills. The working with others skill is clarifying and confirming, which enable the worker to build an accurate picture of what and other person is sharing and constructive criticism and hitchhiking, which allow that worker to add his or her ideas in a way that builds better solution while maintaining positive relationships. The absence of these skills hampers communication and results in misunderstanding and poor coordination. The essential information-based decision-making skills are specifying the decision's goal, generating alternatives, defining decision criteria, evaluating alternatives against criteria, and concluding which alternative to choose.

The nature of an organization embodies two basic concepts relating to: (1) social system and (2) mutual interests. The concept of social system comes from sociology it indicates the simultaneous existence of two types of systems- the formal social system and the informal social system. The concept relating mutual interests suggests that organizations are formed and maintained, keeping in view some commonality of interests among their participants. While people require organizations as a means to satisfy their own needs, organizations need

people to meet their own requirements. Indeed, this mutuality of interests provides superordinate goals. It forms the basis for mutual cooperation.

The concept of mutuality of interests, several dysfunctions may come up in organizations. This necessitates the consideration of two other factors: (1) the goals of the employees and his employer may not necessarily coincide with each other and may sometimes be contradictory and (2) the policies and procedures adopted in an enterprise may influence people in directions which may not always be those desired by the policy makers. It is because of this that theories and principles of HR and OB aim to integrate people with an organization.

Terry provides several measures to integrate individual, organizational and managerial goals:

- Attempts should be made to convince individuals that they have adequate opportunities in their own company to satisfy their work interests and they must apply their full capacities to their career goals;
- Individual should be encouraged to analyze their jobs and promotion channels in the context of their goals;
- Individual should be provided with detailed information enabling them to develop an overall understanding of the company's activities to effectively meet its requirements;
- They should be enthused enough to ascertain their own patterns of interests and abilities in view of the changing situations in work settings;
- The management should recognize the capacities of the individuals to make effective and organizational goals;
- Employees should be inspired for self- development, with the aim of providing an above par performance;
- Attempts should be made to relate the contributions of individuals with each other as well as with the final products or services; and
- The management should attempt to demonstrate in its day-to-day operations that individuals can accomplish their own goals only by contributing to the goals of the management and the organization.

The application of the above theories and principles can bring about greater understanding of human beings, provided both the management and labor assume greater responsibilities in their roles as worthy citizens of an industrial society.

Human resource (HR) implies interaction and cooperation among people in a group. These groups operate in different fields such as business, schools, clubs, homes and government. However, in industrial and business settings, a human relation has an altogether different connotation. There it means the integration of people into a work situation, motivating them to work together effectively and providing them social, psychological, and economic satisfaction.

Integrating People and Organization: unlike the formal organization school which talks of 'organizations with out people', and the behaviorists who speak of 'people without organizations', HR consider these two as one. This is because organizations must have people and people must have organizations if they are to achieve their respective goals. Historically, there has been a great deal of conflict between man and his organization.

Importance of Integration and Coordination in an Organization

Companies that lack the ability to coordinate and integrate plans act like a body without a head. Though employees have the ability and skill sets, necessary to carry out directives, their work needs guidance. Coordination and integration starts at the executive level and carries down to the workers at the front line of the company.

Company Directives: Coordination is important to a company that has a new strategy or directive that it must relay to managers and employees. A company coordinates with its decision makers to implement a new strategy according to plan. For example, if a company no longer wants physical stores and decides to move entirely to the Internet, the company would coordinate the effort with managers so that the change is gradual. This might include a briefing regarding the step-by-step process for closing a store. Without coordination, a manager could inadvertently take action that damages the company's profitability or position in the market.

Leadership: Integration and coordination are important in an organization because they demonstrate the ability of decision makers to lead employees. When managers are not on the

same page with one another and fail to implement company strategy, employees lose faith in the managerial abilities of their superiors. For example, if employees have questions regarding their role toward achieving a company directive, and the managers at the company cannot answer those questions because of coordination issues, employees may disregard managers and rely on their own approaches.

Partnerships: Mutually beneficial partnerships are common in business to achieve larger goals. For example, two aerospace contractors might team up to produce a rocket that they could not otherwise build on their own. Partner companies require coordination to communicate their needs and obtain project status reports. If one aerospace company designs a square window for a cockpit, the other company must know so that it can mold its engineering around that design.

Consequences: Companies that lack integration and coordination risk lowering their productivity, communication and long-term financial health. Employees who lack direction take longer to complete tasks. Additionally, an employee may perform work that overlaps with that of another employee because their efforts were not coordinated. Integration and coordination lapses eventually affect the communication of the company as a whole, leading to confusion among employees.

Preissing and Loennies (2011) examined the effects of an aging population on German businesses. The intention is to provide a guide on a new approach where the skills and experience of older employees are given consideration in the organisational culture. The key finding from this study is that there is a practical approach that can be implemented to achieve a change in the organisational culture for the utilisation of older employee's skills and knowledge. However, the issues of organisational change management need to be adequately addressed and a formal commitment by management is essential for the success of the broad program required to reintegrate the older employees into the work force. The paper provides guidance on the approaches to implement organisational change as it relates to integrating older employees into the work force, to explore the concept of change in organisational culture to accept the skills and knowledge of older employees in an every aging population and work force.

The concept of "full engagement," means that employee engagement is more likely to be sustainable when employee well-being is also high. Most current perspectives on employee engagement include little of direct relevance to well-being and reflect a narrow, commitment-based view of engagement as Robertson and Cooper (2010) focused too heavily on benefits to organizations. A broader conception of engagement (referred to as "full engagement"), which includes employee well-being, is a better basis for building sustainable benefits for individuals and organizations. Research exploring the links between employee engagement and well-being is needed to validate and develop the propositions put forward in this article. The integration of well-being and commitment-based engagement into the single construct of full engagement provides a novel perspective.

In recent years, Japan has seen a sharp increase in foreign cross-border merger and acquisition (M and A) transactions. Among the larger cross-border M and A transactions in Japan, a few multinational companies are already struggling with their acquisitions. Froese and Goeritz (2007) focused on post-acquisition integration and separated it into human integration and organizational integration. Findings indicate that human and organizational integration are strongly interwoven in Japan, with human integration being a necessary prerequisite for organizational integration. These findings highlight the importance of the human factor in the success of acquisitions. Active communication, participation, assertive leadership, commitment and the creation of a sense of urgency have been found to facilitate human integration.

In another study new product development (NPD) practices focus on comparisons of individual projects, to identify factors contributing to their success or failure. Lakemond and Berggren (2006) builds on an in-depth field study of the interaction of one single NPD project with the organizational context of the firm. The project typified many recommended practices for new-design projects: a co-located, cross-functional project team, close collaboration with external system suppliers, a hard-driving project manager and strong top management support. However, when evaluated in their organizational context as to their consequences for other on-going projects, these attributes turned out to have a deeply ambivalent character. By combining results from the case study and evidence from the literature several implications for NPD-organizing are suggested: the value of alternating co-location and physical separation according to the requirements of specific project phases; to take project duration into account in location

decisions; and to address both interaction within the project and mechanisms for its interaction and integration with other departments and projects.

The notion of integration is central to the understanding of organizations in general as well as of contemporary phenomena such as e-commerce, virtual organizations, virtual teams, and enterprise resource planning (ERP) implementation. Yet, the concept of integration is ill-defined in the literature, and the impact of achieving high levels of integration is not well understood as in the present study addressed by Barki and Pinsonneault (2005). Drawing on the literature of several fields, this study proposed the concept of *organizational integration* (OI), which is defined as the extent to which distinct and interdependent organizational components constitute a unified whole. Six types of OI are identified: two intraorganizational OI (internal-operational, internal-functional) and four interorganizational OI (external-operational-forward, external-operational-backward, external-operational-lateral, and external-functional). This paper then presents a model and develops 14 propositions to predict (1) the effort needed to implement different types of OI, (2) the impact different types of OI will have on organizational performance, and (3) how six factors (interdependence, barriers to OI, mechanisms for achieving OI, environmental turbulence, complexity reduction mechanisms, and organizational configurations) influence the relationship between OI types, implementation effort, and organizational performance. The OI framework and model are then used to develop 14 propositions for ERP implementation research and to explain the findings of recent research on integration.

Millson and Wilemon (2002) investigated three major hypotheses important to new product market success: the greater organizational integration during the development of new products, the greater the market success; the greater organizational integration during the development of new products, the greater new product development proficiency; and the greater new product development proficiency, the greater the market success. “Organizational integration” is defined as the degree of cooperation and communication between internal and external new product development (NPD) “support” groups and NPD teams. “NPD process proficiency” is defined as how well new product development stages and the new product development process as a whole is performed. “New product market success” is represented by four measures: the degree to which profits and sales exceeded or fell short of what was expected, and the degree to which the

new product was perceived to exceed or fall short of expectations related to entering existing and new markets. Information was obtained concerning the most and least successful new products of U.S. firms in the medical instruments, the electrical equipment, and the heavy construction equipment industries. The field survey approach was utilized in which surveys were mailed to recipients such as new product development managers who already had been designated by executives of the sample firms. Several important findings were uncovered during this research. Overall organizational integration was found to be significantly associated with new product market success. Internal integration, the coordination between new product development teams and functional departments, was found to be significantly related to product market success. A significant relationship between new product development proficiency during the NPD "post-launch stage" and the degree of integration between an NPD team and external NPD organizations, such as customers and suppliers, was detected. During the post-launch stage, new product development proficiency also was found to be significantly related to new product market success.

The intra-firm integration has a positive effect on organizational performance, especially in environments characterized by complex and uncertain information. However, counter arguments suggest that integration may limit flexibility and thereby reduce performance in the face of uncertainty. Research and development activities of a firm are especially likely to face complex and uncertain information environments. Following prior work in contingency theory, Lee and Walsh (2001) analyzed the effects of intra-organizational integration on manufacturing firms' innovative performance. Based on a survey of R and D units in US manufacturing firms and patent data from the NBER patent database, the researcher the relation between mechanisms for linking R and D to other units of the firm and the relative innovativeness of the firm. Furthermore, the researcher argues that the impact of integration may vary by the importance of secrecy in protecting firms' innovation advantages. The researcher found that intra-firm integration is associated with higher self-reported innovativeness and more patents. Also found some evidence that this effect is moderated by the appropriatability regime the firm faces, with the benefits of cross-functional integration being weaker in industries where secrecy is especially important. These results both support and develop the contingency model of organizational performance.

Mergers and acquisitions are complex events in organizational life for which we have incomplete understanding, in part because researchers have tended to consider only partial explanations of them. Larsson and Finkelstein (1999) addressed that problem by developing a conceptual framework that integrates theoretical perspectives from economics, finance, and especially strategy, organization theory, and human resource management to offer a broader process-oriented integrative model. The integrative model explicitly describes how synergy realization is a function of the similarity and complementarily of the two merging businesses (combination potential), the extent of interaction and coordination during the organizational integration process, and the lack of employee resistance to the combined entity. The approach differs from traditional methods of studying mergers and acquisitions in three ways: (1) the success of a merger or acquisition is gauged by the degree of synergy realization rather than more removed and potentially ambiguous criteria such as accounting or market returns; (2) the key attribute of combination potential is conceptualized not only in terms of the similarities present across businesses, as in most studies of mergers and acquisitions, but also in terms of the production and marketing complementarities between the two businesses; and (3) the data are derived from a case survey method that combines the richness of in-depth case studies with the breadth and generalizability of large-sample empirical investigations.

The framework was tested empirically across a sample of 61 mergers and acquisitions. The extent to which a merger or acquisition resulted in synergistic benefits was related to the strategic potential of the combination, the degree of organizational integration after the deal was completed, and the lack of employee resistance to the integration of the joining firms. Furthermore, the analysis revealed that (1) independent of any similarities across joining firms, the presence of complementary operations increased the probability of acquisition success by boosting synergy realization, (2) organizational integration was the single most important factor in explaining synergy realization, even to the extent that M and As with high combination potential were significantly more successful when coupled with high organizational integration than when integration efforts were less forceful, and (3) mergers and acquisitions that were dependent on gains from combining similar production and marketing operations tended to elicit more resistance from employees than M and As focused on realizing complementary benefits.
Lazonick and West (1995) proposed an analytical framework that can comprehend how and to what extent the interaction of institutions, industries, and enterprises has contributed to the

decline of US competitiveness. The analytical framework builds on the notion that, ultimately, competitive advantage depends on the strategies and structures of the business enterprises on which Americans rely for most of the nation's productive investments. The researches argue that, over time, to gain sustained competitive advantage, business enterprises in the USA and elsewhere have had to achieve increasingly higher degrees of 'organizational integration'. As a general rule, the USA's prime competitors, and particularly the Japanese, have gained competitive advantage by becoming more organizationally integrated than their American rivals. For some industries, moreover, organizational integration is more important than others; hence the variation in the extent to which certain American industries has been affected by foreign competition. And even within the more vulnerable industries such as electronics and automobiles, some American companies have responded to the competitive challenge more quickly and effectively than others. The organizational integration hypothesis argues that an important determinant of differences among American companies in the same industry in the quickness and effectiveness of their strategic responses — whether they are 'first movers', 'fast movers', 'slower movers', 'no movers', or 'removers' — to competitive challenges is the extent to which these companies are organizationally integrated.

Mechanisms for the successful adoption of process innovation were investigated. Since firms buy most new technologies for manufacturing operations, it is difficult for them to use these technologies to achieve competitive advantage because it is difficult to protect them from imitation and circumvention. Ettlie and Reza (1992) suggested that successful organizations use four integrating mechanisms of two types to capture the value from process innovations, (1) making process innovation a unique occasion for significant restructuring and (2) creating effective new patterns from the many alternative ways of accomplishing these changes. Findings supported the idea that three upstream integrating mechanisms directed at the value-added chain--new hierarchical structure, increased coordination between design and manufacturing, and greater supplier cooperation--positively affect the productivity of new manufacturing systems, and one market-directed, downstream mechanism, forming new customer alliances, positively affects new system flexibility.

Thus all this discussion leads to the research question: *Which of the identified intervention strategy/strategies will help to reduce acculturative stress and promote integration of the employees in the organization?*

Rationale of the study: considering the studies found so far the focus is mainly on acculturation in students, ethnic groups and individuals as well as consequences and challenges faced because of acculturation. The researcher could not find any Indian study having a sub-cultural perspective, or literature relating to the Indian subcontinent or employees in different organisations private or public sector and aspects relating to their acculturation while migrating from one state to another is not available to a greater extent. Moreover, reference to any interventions that will reduce the effect of acculturative stress and allow the employees to integrate with the organization for better functioning is not found. So, the objective of the present study will be to explore the strategies for overcoming acculturative stress and facilitate organizational integration of the employees. If the employee has high level of acculturative stress then he is not satisfied with his work environment that also affects his organizational integration. Further, when employee has acculturative stress, dissonance caused might influence the employees 'performance and other activities because they do not feel integrated with the organization. If they integrate then this acculturative stress will be less but if they marginalized, assimilated or separate, acculturative stress will be experienced more, causing psychological and physiological problems in individuals and further effect the health of the organization also. Taking this as an important issue the researcher also feels that efforts can be made towards reducing this acculturative stress or bringing about a slight change in the level of stress can make the employees integrate with the organization better, consequently synergising the efforts put in for overall growth. Thus, using psychological techniques and strategies for overcoming acculturative stress will be a useful contribution in promoting organizational integration of the employees and determining better adjustments of the employees to circumstances created due to change in the region.

METHOD

The study will deal with identifying specific strategy to overcome acculturative stress of employees who could not integrate with the organization.

Objective:

- To identify most effective intervention strategy/strategies for overcoming acculturative stress of the employees.
- To explore whether these strategies help the employees to integrate with the organization.

Hypothesis:

- Intervention strategies will be effective in reducing the stress level of the employees due to acculturation.
- Intervention strategies will be instrumental in promoting integration of employees in the organization.

Operational definition of the terms:

(a) Acculturative Stress moving to a new culture, individuals meet many challenges: new language, different customs and laws, distinct norms of social behavior, etc. Facing such challenges often brings a certain amount of stress, known as **acculturative stress.**

(b) Organizational Integration (OI), which is defined as the extent to which distinct and interdependent organizational components constitute a unified whole. In case of employees identifying and accepting the process, structure and culture of the organization and mingling well with the organizational set up.

(c) Cognitive Restructuring is a process of learning to reduce cognitive distortions or 'faulty thinking' and replacing it with more accurate factual and beneficial beliefs.

(d) Meditation: stress can be effectively managed by using relaxation techniques, such as meditation. "Meditation refers to a family of self-regulation practices that focus on training attention and awareness in order to bring mental processes under greater voluntary control and thereby foster general mental well-being and development and/ or specific capacities such as calm, clarity, and concentration" (Walsh and Shapiro, 2006).

(e) Self-Monitoring require individuals to become aware of their behavior and make a tangible mark to keep track of it. Self-monitoring, as a behavior change procedure, lacks any specially arranged reinforcement or punishment, but it forces attention to natural reinforcements and punishment.

(f) Social Support and Networking networking is based on the assumption of social support. Social support strategy to reduce stress, entail forming close associations with trusted empathic co-workers and colleagues who are good listeners and confidence builders.

(g) *Information sharing* referred to one-to-one exchanges of data between a sender and receiver. Its give helpful guideline and feedback for resolving stressful behavior.

Sample:

The sample will comprise of 400 managerial level employees (200 each from public and private sector organisations) from north-western region of India. Purposive sampling technique will be used. The following inclusive/exclusive criteria will be used for selection of employees in the sample: (i) these employees will have migrated from one state to another state, (ii) they will be at least graduates and entered newly in the organization, (iii) their income will be above Rs. 20,000/- per month, (iv) selected employees identified as having high acculturative stress will be included in the sample. Only those willing to participate will be included in the sample groups for giving intervention strategies.

Design:

Pre and post measure design will be used for the present study.

Tools and Techniques:

Acculturative Stress Assessment Scale (ASAS) by Sandhu and Khushboo (2011) is a self-constructed scale and measures the acculturation of an individual in the organization. This scale consists of total 35 items, each section has 5 items. The scale has 7 sections or dimensions: Cultural identity, peer group, family, discrimination, language, and life-style and media preferences. The cronbach alpha reliability (N= 300) is found to be 0.70 and test-retest reliability (N=100) is 0.93. The content validity of the test is also very high. The norms indicate that the test can be successfully used on adults (employees).

A self-developed likert type scale **questionnaire** on integration of employees in the organization namely Employee's Organization Integration Scale (EOIS) will be used. This scale will include some important dimensions of organizational integration like: acceptance of organization policies, processes, structure and culture. The items will point out how employees learn about his/her new organization, understand his/her roles perform that role effectively; and how employee has good communication skills and feeling of cooperation with each other. Each item will have four options. Higher the score more will be the integration of employees to the organization.

Intervention/Strategies:

The following strategies have been identified based on the review of literature and the researcher will focus on finding out which strategy/strategies will be more effective in reducing acculturative stress and promoting the organizational integration of the employees.

(1)Cognitive restructuring (2) Meditation (3) Self-monitoring (4) Social support/networking and (5) Information sharing

Procedure:

Scores of acculturative stress assessment scale and Employee's Organization Integration Scale (EOIS) will serve as pre measure of acculturative stress and organizational integration of the employees respectively. All those employees found high on acculturative stress and low on integration within the organization and are willing to participate in the study will be taken from the total sample to form 5 groups, for giving intervention with different strategies. Each group will be given six weeks intervention using one of the above identified strategies. Thus, group 1 will be given six weeks intervention with cognitive restructuring, group 2 with meditation, group 3 with social-support/networking, group 4 with self-monitoring and group 5 with information sharing. Conditions for giving intervention will remain similar for all the groups. Initially sessions of one hour on alternative days will be conducted for three weeks. After three weeks sessions will be conducted twice a week. After six weeks intervention, post measure of acculturative stress and organizational integration will be taken. Conditions of the pre measure of the study will be maintained during post-measure. The strategy found to be the most effective will be applied to other four groups also to further verify and make the results more reliable and valid.

Data analysis:

Quantitative as well as qualitative analysis of the data will be done.

Quantitative analysis: Significance of difference using suitable statistical test for the scores of pre and post measure of acculturative stress and organizational integration of the subjects will be calculated.

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